



Brookfield Public Schools



"Create Your Tomorrow"

Dear Brookfield Community,

The Strategic Coherence Plan outlines goals that address alignment within the district, coherence among programs, and enhancement of student transitions within the system. To best support these goals, reorganization of programs and structures are necessary. As approved unanimously by the Board of Education at its March 12, 2018 Special Meeting, the following reorganization components will be implemented:

1. Reorganize the Current High School Department Head Leadership Structure:

Reorganize the current two Department Head model for Math and Science as follows:

- Eliminate Math Department Head Position at BHS
- Eliminate Science Department Head Position at BHS
- Create **new STEM** (Science, Technology, Engineering, Math) **Department Leader Position** for BHS (NOTE: This model is consistent with the current 17-18 consolidation of Social Studies & English Department Heads to a new Humanities Leadership Position).

Creating a new STEM Department Leadership Position at BHS will benefit students as follows:

- Coherence & Alignment of Science & Math Programs at Brookfield High School
- Alignment to NGSS (Next Generation Science Standards)
- Alignment to Strategic Coherence Plan by fostering Creativity, Innovation, Communication, Collaboration, Critical Thinking, Problem Solving)
- Ensure integration of programming and technology.

2. Reorganization of Special Education Leadership Support Services:

The current, three Department Chairpersons (10 month Teacher Positions) will be reorganized into the following configuration:

- Supervisor of Special Education Pre K through Grade 5 (12 month Administrator Position)
- Supervisor of Special Education Grade 6–12 & Transition Students (12 month Administrator Position)
- The third Department Chair (10 month Teacher Position) will be reassigned as a new School Psychologist position. This will allow us to develop a continuum of social-emotional programming in our district.

The sole reason for the existence of our profession is the student

Reorganization of Special Education Leadership will benefit students and the schools as follows:

- Added Value - 12 month Supervisors will be responsible for planning/leading the Extended School Year programming throughout the summer
- Complete administrative capacity and authority for evaluation & supervision of faculty & staff, as well as decision making authority
- Maintain positive transitions between buildings
- Meet students social & emotional needs in our schools.
- Develop and implement therapeutic programming
- Offices will remain in the buildings in order to provide on-site support
- Budget neutral now /anticipated savings in the future – (we envision that with this model we can plan for effective in district programming)

Why is there a Need for Therapeutic Programming?

- Local/State/National trend: There are more students with significant social-emotional needs in our district
- We are not currently staffed to provide a continuum of social-emotional supports or in district therapeutic programming
- Our district teachers have articulated the need to address social & emotional support for students
- The budget overage in Special Education is due in large part to unmet social & emotional needs that we are not equipped to provide in district.

Adding a School Psychologist & Therapeutic Programming will benefit students as follows:

- Restructure BHS alternative program to provide emotional and behavioral supports
- Develop therapeutic program at WMS to provide emotional and behavioral supports similar to the envisioned BHS alternative program
- Reorganize elementary special education roles and caseloads to meet social-emotional needs
- Develop social-emotional learning curriculum and behavioral programming in order to improve emotional regulation and social skills for students across all grade levels
- Establish a designated district-wide School Climate Coordinator.

Sincerely,

Dr. John W. Barile
Superintendent

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